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ABSTRACT

In this guide to work experience and related Federal programs for the disadvantaged, emphasis is on programs in which the most effective participation by installations of the Air Force Systems Command (AFSC) seems feasible. Beginning with an overview of the needs of the disadvantaged and of AFSC involvement, this paper gives information needed as a basis for program selection. Frequently encountered problems in working with communities, disadvantaged groups, supervisors, and nondisadvantaged workers are noted, together with approaches to reaching solutions. Purposes, funding, laws and legislation, and implementation procedures are noted for the Job Corps, Neighborhood Youth Corps, New Careers, Operation Mainstream, vocational rehabilitation, are a redevelopment, the Community Action Program, and various other employment and manpower development efforts. A program chart is also furnished. (LY)

AC00:6918

DEPARTMENT OF THE AIR FORCE
HEADQUARTERS AIR FORCE SYSTEMS COMMAND
ANDREWS AIR FORCE BASE, WASHINGTON, D.C. 20331

REPLY TO ATTN OF SCPCD

15 August 1968

SUBJECT A Guide to Federal Assistance Programs for the Disadvantaged

TO

ASD	AFMDC	1001st ABWg
AMD	AFSWC	1100th ABWg
ESD	ADTC	1 Strat Aerosp Div
AFETR	AEDC	63rd ABGp
AFCMD	AFFTC	2856th ABGp

(Civilian Personnel Officers)

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1. Escalating emphasis on increased and more successful participation of all government agencies in the numerous federally sponsored programs designed to provide work experience for the Disadvantaged has underlined the need for guidance in the selection of the particular program(s) in which Air Force Systems Command installations can most effectively participate.

2. To provide this guidance this Directorate assigned three educators (on active duty tours as reserve officers) to conduct an across-the-board study of these programs. Available literature was examined and high level officials in the Civil Service Commission, the Department of Labor, and the Department of Health, Welfare, and Education were interviewed to determine the purpose, type, participant requirements, funding, and responsible agencies for the host of such programs now in being. Dr. (Lt. Colonel) Morris N. Spencer, Dean of the College, Carroll College, and Dr. (Major) Eugene M. Nuss, Professor of Education, Bridgeport University conducted the major part of this study. They were assisted by Dr. (Lt. Colonel) William M. David, Head of the Department of Political Science, Western Maryland College. The study resulted in the attached paper: "A Guide to Federal Assistance Programs for the Disadvantaged."

3. The programs in which the most effective participation of Installations of the Air Force Systems Command seems feasible have been emphasized. The paper contains information needed as a basis for selection of programs an installation can most successfully implement. Methods of and contacts needed for such implementation have been provided.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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4. It is expected that frequent use will be made of this excellent study in meeting your emerging responsibilities in solution of the problems of the Disadvantaged.

FOR THE COMMANDER

CHARLES W. KING
Director Civilian Personnel
DCS/Personnel

1 Atch
Subject Study

A GUIDE TO FEDERAL ASSISTANCE PROGRAMS

FOR THE DISADVANTAGED

15 August 1968

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INTRODUCTION

Who Are The Disadvantaged?

1. The concept "disadvantaged" as used in this discussion refers to persons in our society whose backgrounds have failed to prepare them for satisfactory participation in the American world of work. The disadvantaged generally come from poverty home backgrounds and often from broken homes. Most of them have less than a high school education, and those who did complete 12 years of school typically achieved at a below-average level. They are usually members of racial or ethnic groups which have been discriminated against in virtually every aspect of their lives - discriminated against by the affluent majority. To be disadvantaged in America today means that one has not had the experiences and preparation necessary for successful participation in American society.

2. While the disadvantaged often require special training when initially hired, there is no reliable evidence to suggest that the disadvantaged have less potential for success than others. It cannot be said, for example, that innate intelligence is any greater for the achievers than among non-achievers. It must be recognized, however, that the effects of early experience tend to be lasting and pervasive. Thus, an individual whose first 16 years of life were filled with failure and frustration may not be readily amenable to training, in fact he may be so resistant to learning that special methods must be used which compensate for the adverse effects of earlier experiences.

How Important Are Programs for the Employment of the Disadvantaged?

1. In the technically oriented, highly sophisticated America of today, the disadvantaged have relatively few skills to offer employers. Automation on the farm and in the factory has greatly reduced the need for unskilled workers.

2. Training and employing the disadvantaged is as much in the national interest as in the interest of the development and self-realization of the individual. The problem of the unemployable is not simply a ghetto or an urban problem, it is an American problem, which, if not solved will significantly affect all strata and every section of the society.

3. President Johnson's Manpower Report of 1 May 1968 ranks the problem of the hard-core unemployed as one of America's most critical challenges. The American Management Association recently gave its support to the Manpower Report through its conference on "Managing for a Better America; Mobilization for Urban Action Programs."

What is the Role of the AFSC in the Development of the Disadvantaged?

1. Many Americans just now are becoming fully aware of the seriousness and the magnitude of the disadvantaged employment problem. Those who have made a thoughtful study of the problem believe and strongly recommend that all of society make a cooperative, concerted effort to resolve the problem.

2. National level civilian and military leaders have expressed their concern about and support for equal employment opportunity and other

programs and principles relative to the development of the disadvantaged. This is all to the good. However, programs of this nature will succeed only when they are supported by the implementers of policy as well as by the makers of policy.

3. With regard to AFSC policy, it is clear that military and civilian top-echelon leaders believe that the Command should move forward vigorously in the area of employment and development of the disadvantaged. If this concern and desire are shared by those who implement policy, especially the supervisory personnel who train and work directly with the employee, then success can be predicted with reasonable certainty.

How Well is AFSC Doing?

1. The record relating to equal employment opportunity within the Systems Command is neither glorious nor dismal. The EEO Plan of Action for AFSC, December 1967, clearly sets forth the goals and procedures recommended for a positive action program. In the "Foreword" of the Plan, General Ferguson stated the Command's position regarding the concept of equal employment opportunity. Further, he pledged full support to commanders and civilian officers at the installation level.

2. Since the December 1967 appearance of the EEO Plan, there has been increased involvement in EEO programs by AFSC installations. Of equal significance, these programs are becoming characterized by action and imagination as contrasted with an earlier passivity and conformity to minimal standards of implementation and are moving toward career development employment for these essentially low-skill persons.

3. Available data indicates that AFSC is responding to the situation. Management at Command Headquarters and installations level is developing procedures to convert policy to action. There is a sound basis for optimism regarding the AFSC contribution to the employment and development of the disadvantaged.

PROBLEMS TYPICALLY ASSOCIATED WITH THE IMPLEMENTATION OF PROGRAMS FOR THE DISADVANTAGED AND SUGGESTED APPROACHES TO THEIR SOLUTION

Problems in Working With the Community.

1. Establishing contact with the disadvantaged can be a major problem, especially in smaller urban areas and in communities without action agencies. One should not assume that all, or even most, disadvantaged persons have heard about the Air Force Systems Command and its mission. Rather, it would seem more useful to proceed on the assumption that the disadvantaged are unaware of the AFSC and its programs for them.

a. Suggested solutions - The best approach to communication with the disadvantaged is through the community action agency. The agency serves to coordinate the activities of the community which are directed toward the disadvantaged. Wherever these agencies exist, AFSC should be in direct contact with them and, if possible, should be represented on the agency committee. Working with and through this group can expedite the recruitment of disadvantaged persons.

b. AFSC Installation Civilian Personnel Officers maintain a continuous relationship with the public and private shcools. Usually this relationship is best developed through the school principal and guidance counselor. Not all disadvantaged youth have left school permanently, and especially where no community action agency exists, the schools can provide very effective assistance in identifying and communicating with the disadvantaged.

c. The churches can also serve as cooperating agencies in recruiting employees from among the disadvantaged. There are an increasing number of religious leaders who show deep concern for social problems, and who actively participate in resolving the issues of their communities.

d. Regardless of the presence of social agencies such as the action committee, and others, the AFSC should develop and maintain a wide-range publicity program to announce its programs for the disadvantaged. Mass media should be utilized; visitations to community organizations should be scheduled regularly and frequently to explain AFSC views and programs. Posters and other visual means should be used in appropriate places to alert the community to AFSC programs.

e. In brief, it may be difficult to make direct contact with many of the disadvantaged. Community agencies and institutions should be utilized for this purpose. The community action agency is designed to coordinate efforts to reach and rehabilitate the disadvantaged. This organization is the key vehicle for this type program. If none exists in the community, AFSC should take the initiative to contact other agencies.

2. The problem of establishing confidence is a potential barrier to effective working relationships with the community. It is essential that the community be convinced of the sincerity of the AFSC program. Private corporations which have moved into ghetto areas, or which have set up training programs for the unskilled, report that establishing their credibility in the community is a serious challenge. One should

anticipate that certain individuals and groups will misconstrue the aims and procedures of programs for the disadvantaged. To some the Federal government or the private corporation is still a "Big Daddy" who has come to exploit the poor. To others, training programs and employment are tokens offered as a sop to the poor in order to prevent rioting and other violence. Finally, there will be some who will resent "special" treatment given to disadvantaged persons.

a. Words alone will not win the confidence of the ghetto or dispel the fears of those who feel threatened. Only an imaginative program of human resources development can hope to earn the respect and loyalty of all segments of the community.

b. A program developed by AVCO has proved to be very successful in this regard. During the early phase of their 21-week training program for the disadvantaged heavy emphasis is placed on "vestibule" or pre-assignment training. In this type of training the disadvantaged receive counseling, orientation, remedial education in subject areas where they are weak, and other motivation-oriented activities. Not until the later weeks does the emphasis shift to skills training.

c. In summary, it is desirable to effectively communicate to the community the AFSC position regarding the problem of employment and development of the disadvantaged. It is only after the community has an "enlightened self-interest" regarding the welfare of the disadvantaged, can this type program succeed.

Problems in Working With the Disadvantaged.

1. There is general agreement among the employers of the disadvantaged that as a work force this group has a potential commensurate with any other group. It is also concluded by those who have given serious thought to the matter that the plight of Negros and other dark-skinned people is due to the effects of a society in which a white skin has been considered superior -- other colors inferior. Consequently, most disadvantaged persons have low self-esteem, a lack of personal autonomy, and a generalized feeling of hostility toward the society that has kept them at a low functional level in the "Land of the Free." The world of the inferior is a world of rejection, insecurity, and uncertainty. These conditions tend to produce personalities poorly suited to healthy interpersonal relations, or responsibility to a job, to a supervisor, or to a firm. In spite of the essentially suspicious, hostile tendencies of the trainee from a poverty background, he can become a productive, even loyal, employee. His attitudes and values can be changed. To do this, however, requires an imaginative, understanding approach, by those who work directly with or supervise the disadvantaged employee. Basic considerations in this regard include the following:

a. The initial phase of training and/or employment is critical and must include a "special" approach. The typical orientation program and OJT simply will not work with most disadvantaged employees. A program tailored to this group should emphasize education designed to build self-confidence (the "vestibule" training referred to earlier

in this paper seems most promising). The employee will need support and personal guidance. The buddy system used effectively by the National Alliance of Businessmen and increasingly by labor unions should be considered. Supervisors and teachers need to revise their methods to allow for the characteristics of the disadvantaged. In doing that, it is essential that they try to understand the world of the disadvantaged as he, the disadvantaged, sees it. Training methods and materials must contribute to a high level of motivation. (The audio visual people have a large contribution to make here.) One might go on ad infinitum listing rather specific techniques which seem needed in the training and development of the disadvantaged. However, in the final analysis whoever wishes to train and employ the disadvantaged will want to design his own unique program. It may be helpful to list here some basic principles which can serve to give direction to program development.

(1) Sincerity must be communicated to the employee. Superficial gestures are easily recognized and lead only to frustration.

(2) The employee must come to feel that he is valued by his employer and his associates. Mutual respect is the bedrock of this effort.

(3) Pity and charity do not build self-esteem. The disadvantaged need neither.

(4) The employee must see early in his new experience that his job is actually a career. The typical job offer to the disadvantaged has been a dead-end street, not a career opportunity where advancement is built into the job itself.

(5) Supervisors and trainees of the disadvantaged must believe in their efforts and appreciate the key role they have in treating one of society's major problems.

(6) Communication lines with the disadvantaged must be open. Feedback is essential to the success of any program for the disadvantaged.

(7) Disadvantaged persons need frequent reinforcement. Supervisors, especially, should be prepared to offer reinforcement when the trainee needs it.

Problems Within the Supervisory Staff and Non-Disadvantaged Work Force.

1. Perhaps the most common problem in working with the disadvantaged is the often hostile reaction of other workers to the new trainee. The major concern in this regard is job displacement. Many workers, in particular those who are less secure themselves, fear the disadvantaged will be given special consideration that will result in promotions and raises to the less qualified.

a. This concern is not entirely without basis in fact. Criteria for advancement are sometimes lowered in the interest of the disadvantaged. While there seems to be no panacea for this difficulty (since without some change in standards the disadvantaged often might not make the grade), it is imperative that the supervisors and workers be fully aware of the intent of this practice. It cannot be overemphasized that communication (a two-way matter) must be effective among all echelons. Work rules and contract provisions can be changed or waived but should be preceded by full explanations to all involved. Rumors and

half-truths are harmful - and unnecessary. The effect of these is reduced by communication lines that are open and used.

b. Seminars, workshops and other activities should be offered to assist the supervisor's adjustment to the disadvantaged worker. An open discussion of prejudice (presented with films and other aids) could be useful. Management must also try very hard to help the supervisor "see" the problem of the disadvantaged as a national problem. (Important: No attempt should be made to promote guilt in those who are biased against the disadvantaged. Rather, individual counseling with the adamant supervisor can be more effective.) Another effective technique in improving the supervisor-disadvantaged worker relationship is to involve both in small discussion groups during which they are encouraged to communicate with each other relative to mutual concerns.

c. Individuals cannot be forced to accept other individuals. With some it could be more profitable to promote the concept of "we need each other". When a large segment of a society does not and cannot contribute to a viable economy, the economy as a whole is adversely affected.

GUIDELINES FOR THE IMPLEMENTATION OF PROGRAMS FOR THE DISADVANTAGED

Discussion of Programs and Procedures for Program Implementation

Following this section of this paper, a chart is presented to assist the CPO in learning about and choosing programs for the employment and development of the disadvantaged. This chart, and the subsequent discussion of it, represent the efforts of several experts in the field of education and human relations who have collaborated to produce this paper.

Youth Opportunity Campaign (YOC) (Summer Only).

Purpose: Help needy youths become employable through careful assessment of personal assets and liabilities - with remedial action initiated. (Education, Counseling, Rehabilitation). Agencies are encouraged to devise more meaningful and satisfying opportunities that can be offered the youths, more than the usual "drudgery" type. Follow-up on progress and make efforts to effect permanent job placement.

Implementation: Contact local office of State Employment Service with description of jobs you want filled -- and any special minimal skills required. (These should be held to absolute minimum as qualification). Personnel at State Employment Service will provide candidates. You will make selection and job offers.

Funding: Funds to pay the youths must come out of current year's budget allocation. Such hires will not count in your manpower ceiling authorization.

Citation: Wagner-Peyser Act of 1933 as amended, PL 83-565, 68 Stat 652, 29 USC 31, Supl V 1952, 20 USC 107-107B, 107E, 107E-1, 107F (Supl V) 1952 and Manpower Development and Training Act of 1962.

Youth Opportunity Campaign - Stay-in-School Program.

Purpose: Provide part-time Federal employment opportunities for needy students aged 16-21.

Implementation: Agencies contact school authorities, and guidance people for candidates who need part-time employment (up to 16 hours per week) in order to stay in school. This can be accomplished after regular school hours and on Saturdays. Youngster has to be regularly enrolled in high school or college and in good standing academically.

Funding: Funds to pay these people must come out of current year's budgeted funds. Such hires will not be charged against your manpower ceiling authorization.

Citation: 5USC3302

Job Corps Youth.

Purpose: Provide more experiences for out of school and unemployed youth, ages 16-21, lacking education and skills for jobs in general. Establishes residential centers providing coordinated program of education and skill training, and constructive work experience.

Implementation: Two ways:

1. Act as work experience host for Job Corps installation in area - working out what the actual job offers will be -- in line with

abilities and skills of Job Corps trainees available. (Contact Director of local Job Corps Center.)

2. Develop a proposal for Director Job Corps (Washington) approval where your agency is actually host - guidelines available from Director Job Corps, OEO, Washington 20506.

Funding: Such employees receive subsistence and spending money from OEO. Part of costs of employment opportunities also borne by OEO - on negotiated basis for OJT. Rest paid by agency doing hiring.

Citation: Economic Opportunity Act of 64 - PL 88-452; 78 Stat 508; 42USC 2711-2720(64); PL 89-253; PL 89-794, as amended.

College Work Study Program.

Purpose: Provide part-time employment opportunities for students in institution of higher education - particularly those from low income families, who need such help to stay in school. (Ordinarily combined with other forms of financial aid to students.)

Implementation: Get in touch with Director of Financial Aid, Deans of Men and Women, and other student personnel types at local institution of higher education. Let them know the number of jobs, by type and qualification, you wish to make available, and approximate expected hours per week. School personnel will refer applicants to you.

Funding: The program provides 75% of the costs of the wages that are paid. The employing agency provides 25% of the costs. These payments are usually made monthly to the institution on an hours worked basis, and the school makes out one check to the student.

Citation: Economic Opportunity Act of 64; PL 88-452; 78 Stat 513; 42USC 7251-27-56 (64) as amended.

Neighborhood Youth Corps Program. (Three separate programs: In-school, In-school Summer, and Out of School)

Purpose: Part-time and for full-time work and OJT (depending on portion of program that applies) for students and non-students of high school age from low income families. Work opportunities for dropouts should be designed to encourage them to return to school, or to enter regular work force on permanent basis.

Implementation: Act as host in all three cases - providing work opportunities to implement objectives of NYCP. Get in touch with Director of local NYCP and advise him of work opportunities and OJT possibilities that you want to offer. He will provide applicants, from whom you will make selection. (You had better be ready to accept about 100%.)

Funding: The Federal Government, through the Office of Economic Opportunity, will pay 90% of the salary costs. The agency must pay 10% of the salary costs - but that 10% can be "in kind" - so that none of the agency funds have to change hands.

Citation: Economic Opportunity Act of 64 - PL 88-452, Title I, Part B, 78 Stat 508, 42USC 2731-36 (64).

New Careers Program.

Purpose: To assist in development of entry level employment opportunities, and provide maximum prospects for advancement and continued employment

without Federal assistance (for adults 22 years of age and over.) For unemployed from very low income groups. It is either "retraining" or "initial training" effort on selected individuals.

Implementation: Employing agency will work through the State Employment Service and/or community action agency sponsoring and operating a local program. Responsible director should be approached with list of specific jobs to be filled, together with special qualifications, if any. Applicants will be referred to agency after appropriate screening. Agency makes selection.

Funding: This program is 90% Federally funded through the Community Action Agency, with the employing agency supplying 10% of funding - and that "in kind".

Citation: Economic Opportunity Act of 1964, as amended, Title II, Sect 205(e); 80 Stat 1458, 42 USC 2701, et seg.

Operation Mainstream.

Purpose: Establish work-training and employment projects for chronically unemployed poor adults - leading to opportunities for permanent employment. Annual family income must be below the poverty line. Priority is also given to employing older people.

Implementation: Contact Director of Regional Office of Bureau of Work Programs, Department of Labor and/or Director of local Community Action Program. Indicate the kinds of jobs you have open and the number of people at certain minimal skill levels you wish to hire. Those agencies will furnish you with applicants. You will make selection.

Funding: The Dept of Labor, through the operation of the Economic Opportunity Act of 64, provides 90% of the funds needed to pay these people. The agency doing the employing must supply the other 10%, but that portion can be "in kind."

Citation: Economic Opportunity Act of 64 as amended; PL 89-794, Title II, Sect 205(d); 80 Stat 1458, 42 USC 27, et seg.

Work Experience Program.

Purpose: Seeks to raise the employability of needy adults, with emphasis on unemployed parents of dependent children, including actual as well as potential recipients of public assistance.

Implementation: Contact State (or local) Director of Public Welfare for names of persons who might fall into this category, as possible employees. Present him with a list of jobs to be filled, by qualification, type, and number. If no project is in existence, the Director of Public Welfare may wish to initiate a grant application to take advantage of the employment opportunities you afford. You make the final selection.

Funding: 100% funded by HEW thru its Office of Special Services, Bureau of Family Services. Your only obligation is to provide reasonable job spaces.

Citations: Economic Opportunity Act of 64; PL 88-452 as amended, Title V; 78 Stat 527; 42 USG 2921-2923.

Manpower Development and Training.

Purpose: Provides occupational training for unemployed and under-employed persons who cannot reasonably obtain appropriate full-time employment without training. Aimed particularly at persons with below a $1200 net annual income, persons working below skill capacity or substantially less than full-time, and those whose skills are becoming obsolete. The program is also aimed at the disadvantaged youth who has been unable to secure and keep full-time employment. An amendment to the legislation broadened the aim to also include older persons.

Implementation: Contact local State Employment Service Office and/or Regional Office of local Manpower, Policy, Evaluation, and Research of Manpower Administration of Department of Labor. While no definite answer was provided, the impression gotten was that this program could be implemented on both individual and group basis. Jobs to be filled must be brought to the attention of proper local official, who will provide candidates for hiring.

Funding: The employing agency provides salaries for on-the-job trainees. The Department of Labor provides subsistence payments to the worker also. Manpower ceilings of the Civil Service Commission do not apply. Funds have to come from regular agency allocation.

Citation: MD and Training Act of 62 as amended by PL 89-15, 79 Stat 75, 42 USC 2571-74, 2582-83, 2601, 2610a-2612, 2600-16, 2619-20, PL 792 (7 Nov 66); PL 89-794 Economic Opportunity Amendments (8 Nov 66).

Vocational Rehabilitation.

Purpose: To assist physically and/or mentally handicapped persons to secure training and experience leading to gainful employment.

Implementation: Contact State Director (or local director, if there is one) of Vocational Rehabilitation Services, and tell him that you are willing to make a certain number of jobs available for use of such persons. He will screen his people and send you candidates from whom you can make selections. This can be done on a person to person, individual basis. It is possible for your agency to apply for and receive a group grant on your own - but this type effort may not yield commensurate results. You will better serve as employing agency only.

Funding: The Federal Vocational and Rehabilitation Administration in HEW will fund 75% of the costs and the States will fund the other 25% of the costs - usually. Otherwise the employing agency could be faced with 25% of the costs, depending upon the agreement entered into.

Citation: Vocational Rehabilitation Act as amended, 29 USC CH 4, Sec 31, et seg.

Urban and Rural Community Action Program.

Purpose: Job development and employment opportunities for needy adults, including migrant workers and Indians. Some Vocational Rehabilitation may also be included.

Implementation: Contact local director of U&RCA program for names of persons to fill specified jobs your activity is offering. You will

have selecting authority - although it is hoped CAP people will do a proper job of screening candidates against your needs, and you can take them as they appear.

Funding: Ninety per cent funded to U&RCAP people through office of Economic Opportunity, with employing agency responsible for remaining 10%, which can be supplied in kind.

Citation: Economic Opportunity Act of 64; PL 88-452; 78 Stat 508; PL 89-794; 80 Stat 1451, 1456.

Area Redevelopment Programs.

Purpose: To aid needy persons residing in designated redevelopment areas who are unemployed or underemployed to receive occupational training, through OJT or entry level regular work experiences.

Implementation: Contact any (or all) of following, with job positions that you visualize as suitable:

a. Local and/or State directors of Vocational Education.

b. Local and/or State managers of Employment Services.

c. Local and/or State directors of Guidance.

These apparently can be filled on an individual referral basis without group planning and control involvement.

Funding: This program is 100% funded from funds available in MPD and Training Act, under control of Department of Labor. The only obligation on part of host employing agency is providing meaningful work experiences.

Citation: Manpower Development and Training Act of 1962, as amended in 1965 (Part C).

Aid to the Blind.

Purpose: Financial assistance and job rehabilitation to needy blind persons, in order to secure or retain the individual's ability to take care of himself.

Implementation: State Public Welfare Agency must be advised that an agency has jobs available that would be suitable for persons handicapped with blindness. This can be done on an individual candidate basis - not as a group effort. SPW people will refer the candidate to the agency.

Funding: This is an "employment" situation, where the agency must locate the salary funds from its regular allocation from the budget. The HEW people will provide additional funds for subsistence, transportation, and other requirements of the individual.

Citation: Social Security Act of 35; PL 74-271; 49 Stat 620; 42 USC 1201-1206 as amended.

Program for American Indians. (Three different but related programs)

Purpose: The Industrial Development Program attempts to create job opportunities on or near reservations, through encouragement of OJT opportunities. The Adult Vocational Training Program provides assistance to Indians to secure reasonable and satisfactory employment, to include subsistence and transportation allowances. The Summer Program for Students is intended to expand the background experience of Indian youth, including work projects.

Implementation: In all three programs, the implementation procedures are the same: advise the resident agent of the Bureau of Indian Affairs of the job opportunities that you wish to make available and his office will provide you candidates.

Funding: For two of the Programs (Industrial Development and Summer Program for Students) the funding is 100% Department of Interior funds. All the agency has to do is furnish the work. In the case of the Adult Vocational Training Program, the agency is actually the employer - probably at or near the minimum wage level. There is a 24-month limit on the continuance of this program for any one individual. Department of Interior funds provide subsistence and transportation grants.

Citation: Industrial Development Program: Act of 9 Jul 1832, Ch 174, 4 Stat 564 (Sect 1) and Act of 27 Jul 1868, Ch 259; 15 Stat 228 (sec 1). Adult Vocational Training: PL 84-969, 70 Stat 986; 25 USC 209, 309a (Supp IV) 1952. Summer Programs for Students: PL 67-85, 42 Stat 208, 25 USC 282.

Occupation Training in Redevelopment Areas.

Purpose: Provide training and retraining of persons residing in designated redevelopment areas to qualify them for job opportunities in OJT or regular job vacancies. Training, transportation, and subsistence allowances are available to selected trainees, through Department of Labor.

Implementation: Inform local State Employment Service personnel of job openings you have and they will locate suitable candidates for your consideration.

Funding: The agency employing such persons pays minimum salaries from allocated budget funds. The Department of Labor provides subsistence and transportation allowances up to a maximum of 104 weeks.

Citation: MPD and Training Act of 62 as amended; PL 88-214; 77 Stat 422; 42 USC 2571, 2582-3, 2585, 2588, 2601, 2614-15, 2619-20 (Supp V) 63 PL 89-15, 26 Apr 65; PL 89-792, 7 Nov 66.

Community Action Program (12 months and summer only)

Purpose: Help families combat problem of poverty, including unemployment and underemployment. Two programs are available: Full year and summer only. (Funded separately)

Implementation: Inform authorities at local CAP that you have certain jobs available for their people, specifying certain required skills. They will provide the candidates. You make the selection, but be prepared to take almost all that are sent to you. Summer program concentrates on youth.

Funding: Both programs are funded similarly, but separately. The Office of Economic Opportunity provides 90% of the costs to the local CAP. The 10% of the costs provided by the agency can be "in kind" and probably should be of that type.

Citation: Economic Opportunity Act of 1964; PL 88-452; 78 Stat 508; PL 89-794; 80 Stat 1451, 1456.

AVAILABLE PROGRAM CHART

A GUIDE TO FEDERAL ASSISTANCE PROGRAMS FOR THE DISADVANTAGED

PROGRAM	TIMING	DIRECT HIRE	HOST	AGE ELIG. 16-21	SPECIAL ELIGIBILITY	LOCAL CONTACTS	NATIONAL CONTACTS	SPECIAL FUND PROVISION	SPECIAL PURPOSE
*Youth Opportunity Center - YOC	Summer	X		16-21	Poverty Level	State Employment Serv. Youth Opportunity Ctr.	Bureau of Employment Security. Dept of Labor	Not counted in personnel ceiling - but in funds.	Aid disadvantaged youth in first job.
*YOC - STEP (Stay-in-School Program)	School Year	X		16-21	Poverty Level Enrolled in school and stay there. (8-16 mo. work)	Local School Authorities. State Employment Serv. YOC	Civil Service Commission	Not counted in personnel ceiling - but in funds.	Provide employment on part-time basis during school year to keep youths in school.
*Job Corps Youth	12 mos.		X	16-21	Poverty Level	Community Action Agencies - State Employment Service, Youth Opportunity Ctr. & Job Corps Ctr.	Director, Job Corps Office of Economic Opportunity Wash, DC 20506	100% funded in Federal Govt. Host submits program.	Prepare men & women for work & obtain initial employment.
*College Work Study	12 mos	X 75/25		17+	Enrolled in college or other institution of higher educ.	Local institution of higher education (Dir of Work Study Program)	Office of Education HEW	Government pays 75% wage - Host pays 25%.	Enable needy youths to stay in college.
*Neighborhood Youth Corps	School Year	X 90/10		16-21	Low income family children willing to remain in high school or work part-time school year.	Neighborhood Youth Corps - Community Action Agencies	NYC - Bureau of Work Program - Dept of Labor	Government pays 90% of costs of program in newly created work (10% agency cost can be "in kind")	Provide high school age children & drop-outs with work opportunity - to stay in school or get started in work.
	Summer			16-21		-------	-------		
	12 mos.			16-21	Out of school children - Low income family.	-------	-------		

PROGRAM	TIMING	DIRECT HIRE	HOST	AGE ELIG. 16-21	SPECIAL ELIGIBILITY	LOCAL CONTACTS	NATIONAL CONTACTS	SPECIAL FUND PROVISION	SPECIAL PURPOSE
*New Careers Program	12 mos		X 90/10	22+	Poverty Level	State Employment Service - Community Action Agencies	Bureau of Work Programs - Dept of Labor	Government pays 90% of cost - 10% agency "in kind".	Get needy adults into gainful employment.
Special Impact Program	12 mos.		X 90/10	16+	Poverty Level	Community Action Agency - Dept of Labor (Bureau of Work Program)	Bureau of Work Programs - Dept of Labor	Government pays 90% of cost - 10% agency "in kind".	Provide job opportunity to needy unemployed.
*Operation Mainstream	12 mos.		X 90/10	22+	Chronically unemployed - Poverty Level	State Employment Service Community Action Agencies	Regional Ofc of Bur. of Work Program Dept of Labor	Government pays 90% of cost - 10% agency cost can be "in kind"	Work-training & Employment Opportunity for chronically unemployed.
*Work Experience Program	12 mos.		X 100/0	22+	Unemployed parents with dependent children	State Employment Service - Community Action Agencies	Ofc of Special Services - Bur. of Family Serv. - HEW	100% funded Federal government - Host support Local Prog.	Raise employability of needy adults.
Manpower Development & Training	Up to 2 yrs	X	X	16+	Unemployed adults & youths - Poverty Level	State Employment Service - Manpower Adm - Dept of Labor	Ofc of Manpower, Manpower Adm - Dept of Labor	Gov. pays subsistence to on-job training people - Host pays salaries.	Occupational training for chronically unemployed.
*Vocational Rehabilitation	12 mos.		X 90/10	16+	Must be handicapped	Work with State Rehabilitation Agencies to provide work opportunities	Fed Vocational & Rehabilitation Adm. in HEW	Government pays subsistence - Host pays salaries	Work opportunities for Handicapped persons.
Urban & Rural Community Action Program	12 mos.		X 90/10	16+	Poverty Level	State Employment Service - Community Action Programs	Ofc of Economic Opportunity - HEW	Government pays 90% of cost - Host pays 10% "in kind".	Work for needy adults in depressed areas.
Area Redevelopment Program	12 mos.		X 100/0	22+	Poverty Level in "Redevelopment Areas"	State Employment Service - Bur. of Work Program - Dept of Labor	Bur. of Work Program - Dept of Labor	Government pays 100% of costs - Hosts provides work opportunities	Employment opportunities for needy in selected areas.
Aid to the Blind	12 mos.	X		16+	Handicapped with blindness	State Public Welfare Agencies	Bureau of Family Services - HEW	Agency pays salaries	Work experience for blind people.

PROGRAM	TIMING	DIRECT HIRE	HOST	AGE ELIG. 16-21	SPECIAL ELIGIBILITY	LOCAL CONTACTS	NATIONAL CONTACTS	SPECIAL FUND PROVISION	SPECIAL PURPOSE
American Indian Programs							Bureau of Indian Affairs - Dept of Interior	Government pays 100% of costs for on-job-training programs - Government pays subsistence. Agencies pays salary.	New employment opportunity for the needy.
- Industrial Development Program	12 mos.		X 100/0	16+	American Indian	Bureau of Indian Affairs Office			
- Adult Vocational Training Program	12 mos.	X	X	18-35	------	-------	-------		---------
- Summer Program for Students	Summer		X 100/0	16-21	High School or college student in good standing	Local School Authorities - Bur of Indian Affairs Office	-------	Government pays 100% of costs of employment.	Assist youths to stay in school.
Occupational Train- Redevelopment Areas	12 mos.	X	X	16+	Unemployed or underemployed Special area	State Employment Agency - Office of Manpower - Dept of Labor	Office of Manpower Dept of Labor	Government pays subsistence - Agency pays salaries	Provide employment opportunity in selected areas.
*Community Action Program	12 mos.		X 90/10	16+	Poverty - Unemployed	State Employment Agency - Community Action Agency	Office of Economic Opportunity - HEW	Government pays 90% of costs - Agency pays 10% "in kind".	Provide employment opportunity for disadvantaged.
* -----	Summer		X 90/10	16-21	------	------	------	------	

* Prime possibilities

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